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ABSTRACT

Curriculum change in global education can be described in terms of three broad approaches. The infusion approach argues that global perspective goals can be included within the existing curriculum without sacrificing the existing goals of that curriculum. The world-centered school approach supports a broad implementation which recognizes both the curricular and extra-curricular aspects of schools as learning communities. The third approach, the world studies course, seeks to design a single course around the concepts and goals of global education. Because global educators are forced to use these different approaches to introduce change, the goals of global education--conceiving of the world as a global system, state-of-the-planet awareness, awareness of choices and opportunities for actions, cultural awareness, and perspective consciousness--are segmented. Curriculum change efforts need to be based on some image of the future which embodies all the segments of global perspectives. An integrated image of the global perspective goals and their place within the overall curriculum can provide a benchmark against which progress can be assessed. In future efforts, attention also needs to be paid to the developmental aspects of global perspectives education. (RM)

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CURRICULUM EFFORTS IN PRE-COLLEGIATE GLOBAL PERSPECTIVES EDUCATION: AN ANALYTICAL REVIEW

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CURRICULUM EFFORTS IN PRE-COLLEGIATE GLOBAL PERSPECTIVES EDUCATION: AN ANALYTICAL REVIEW

This paper describes curriculum efforts in global perspectives education in terms of three broad approaches: the infusion appoach, the world-centered school, and the world studies course. It is argued that, despite important philosophical distinctions, curriculum efforts adopting any of these approaches are typically compelled in practice to implement their efforts in terms of the incremental strategy of the infusion approach. It is further argued that the incremental nature of these efforts, in concert with the segmented nature of global perspectives goals, may tend in the short-run to bias curriculum efforts away from certain core objectives of global perspectives education and may in the long-run tend to limit the probability that the overall set of global perspectives goals will ever be reached.

The Segmented Nature of Global Perspectives Goals

Perhaps the most widely accepted conceptualization of global education within the United States was first articulated by Robert Hanvey (1979) and more recently discussed by Charlotte Anderson (1982). In their view global perspectives education can best be defined in terms of the following five generic curriculum goals (Anderson, 1982:169-172):

1. Conceiving of the World as a Global System. Students must develop mental maps of the world that see societies as interlinked in a multitude of ways and through a multitude of channels. They must see the systemic nature of these interlinkages, with all the implications in terms of mutual impact and reliance which is implied by participation in a system.

2. State of the Planet Awareness. Students need to acquire basic knowledge about prevailing world conditions and developments, including emergent conditions and trends which will shape the future of the various global systems.

3. Awareness of Choices and Opportunities for Actions. Students need to see alternative routes to action in international affairs and problem-solving which are available to individuals and groups within the global system. They need to develop the competencies to participate as citizens within global systems, including competencies to make decisions and to identify and effectively pursue alternative routes to action.

4. Cultural Awareness. Students must know the various existing cultures and cultural perspectives of the world and be able to relate effectively to individuals and groups coming from other cultural backgrounds. They must simultaneously perceive human beings as a single culture-creating species that spans the globe and enjoys a wide variety of common cultural experiences.

5. Perspectives Consciousness. Students must recognize that their own view of the world has been and continues to be shaped by influences that often escape their conscious detection, and that others have views of the world that are profoundly different from their own.

This set of outcomes, taken together, does provide an integrated and relevant set of goals for global education. They clearly respond to the demands which our participation in global systems imposes. In order to participate (compete and cooperate) effectively within these systems, citizens of all societies must perceive their involvement and stake in the systems and must understand their basic dynamics (Conceiving the World as a Global System). Only when students have developed mental maps that accurately reflect the integration of societies within global economic, political, social and cultural systems and the global environment does it become meaningful to talk about "state of the planet awareness." But when such systems are fully comprehended, such awareness would seem as logical and useful as consciousness of national, regional and local trends. The

perception of one's self as participant in global systems also clarifies the need for developing participatory skills, and for the ability to deal with multi-cultural and cross-cultural situations (Perspectives Consciousness and Cultural Awareness).

Despite their logical integration, however, these goals tend to be easily and routinely segmented in both the curriculum and curriculum projects. Curriculum development efforts, for example, which are oriented toward one goal will in all probability not address others. Efforts to develop instuctional materials using folk culture (folk lore, proverbs, folk tales, folk art) to increase Cultural Awareness are unlikely to teach about global systems at the same time (e.g., how cultural artifacts are shared or how cultural traditions come to have an impact on each other). Conversely, instructional materials which have students map personal linkages or analyze data on global trading systems (Consciousness of Global Systems) may do little to raise important questions related to Perspectives Conciousness (e.g., how different groups view or value the system and why). The tendancy to segment the goals in part reflects a parsimony in instructional strategies -- it is more likely that you will achieve a single goal than multiple goals. It also reflects natural tendencies for programmers to use content and to focus on objectives which reflect their interests, background and training.

The tendency to segment goals is reinforced by the existing curriculum and the orientations of most educators. Certain of the global education goals have a clear relevance to existing curriculum nitches within the schools. Pre-collegiate "international" studies is taught periodically within the K-12 curriculum of most schools in the United States.

It generally takes an area studies approach, in the form of world geography (sixth and/or seventh grade and in some systems fourth and ninth grades as well) and world history (tenth grade).

As they are generally taught, these area studies curricula provide clear opportunities, and many would argue already achieve in varying degrees, the goals of Perspectives Consciousness and Cultural Awareness. It is probably accurate at the very least to say that they provide an optimal environment for doing so, in some cases with minimal changes in instruction. However, these curriculum nitches, as they are taught, typically do not address the other core goals of global perspectives education. Nor, on the face of it, are they ideally oriented to do so. The result is that curriculum change efforts which attempt to introduce changes in instruction with respect to Perspectives Consciousness and Cutural Awareness are less likely to be seen as "add-ons" or extraneous demands from outside interests. They are more likely to be seen as opportunities to "improve" instruction rather than to "change" instruction. It should come as no surprise, therefore, that of the 178 organizations and programs catalogued as being involved in global perspectives education, 52 percent had as their principal focus a geographic area of the world. (Woyach, 1982:19; The Global Yellow Pages, 1981)

Strategies and Realities of Curriculum Change

The tendency to segment the goals of global education are further reinforced in practice by the ways in which global educators are forced to go about introducing changes in the pre-collegiate curriculum. Three types of approaches to curriculum change can be identified. They include (a) the infusion approach, (b) the world-centered school, and (c) the

world studies course. In essence the three approaches appear to differ primarily in terms of the scope of the effort. This can be deceiving, however, since each also implies a quite different sense of what is necessary to help students develop a global perspective and what is possible within existing institutional constraints. These philosophical differences may create significant long-run differences in the impact of curriculum change efforts. However, in the short-run these differences tend to disappear in the face of formitable barriers to rapid or dramatic curriculum change. (See Torney, 1979 for a discussion of these barriers.)

The Infusion Approach. The infusion approach is probably the most common strategy of curriculum change among global educators, particularly for change efforts whose origin or stimulus lies outside the schools themselves. In its classic form the infusion model argues that global perspectives goals (or the goals of free enterprise advocates, or of the advocates of moral education for that matter) can be included within the existing curriculum without sacrificing the existing goals of that curriculum. (Gilliom and Remy, 1978) For example, in a high school course on American government, consideration of the strengths (and weaknesses) of the federal system or of Western pluralist/capitalist democracies can best be done through a comparison of different political systems. In the process students will better understand their own system and also see that other peoples have alternative systems which have their own validity and value (Perspectives Consciousness and Cultural Awareness). The origins of the Constitution and of American political traditions, likewise, can be enriched by indicating the international origins of the concepts and values which undergird it (Global System Consciousness). What is required

in both instances are new instructional materials and strategies which bring out these additional insights and concepts but which remain true to the original context and goals of the American government course.

In practice this classical image of the infusion model tends to be difficult to achieve. Much is assumed about the uniformity of instruction from class to class, from school to school, and from school system to school system. More importantly, it is often difficult to integrate global perspectives goals and existing goals in non-world affairs courses. Likewise, materials with multiple goals often require additional instructional time to fully develop their different dimensions. Thus in practice some goals tend to be neglected or some other agenda within the already full curriculum must give way.

Curriculum efforts which adopt an infusion approach typically attempt to develop or adapt specific materials -- lessons or activities or learning resources of various sort (e.g., maps, music, readings, speakers, lists of experts and places to visit). Most efforts either focus on the development of materials for a specific course or grade level, or for teaching about a particular theme or issue.

Of these two alternatives, the latter or thematic focus is probably the most common, particularly among global educators who are institutionally located outside the schools. Materials developed through recent federal programs in international education, for example, focus on such themes as "contemporary Japan," "Africa, Latin America and the Middle East." Similar materials may focus on specific instructional techniques or resources. For example, the Center for Teaching International Relations in Denver has compiled a resource book for teaching global perspectives through

simulations and games. Recent federally funded projects have explored the use of taped radio programs, video-tapes and foreign students in international education.

A thematic or resource strategy can appear most useful to developers because it can potentially have a wider impact than a course or grade-level strategy. Thematic efforts attempt to achieve curriculum change by attracting teachers who have an interest in the theme itself or by stimulating interest in the theme through in-service training programs. There is typically an effort to blur the age-grade target of the materials. It is, for example, not uncommon to see lesson plans which indicate that the instructional strategy is appropriate for grades K-12 (5 year olds through 18 year olds). They also typically tend to blur the specific content areas or courses with which the materials are thought to be most compatible. This avoids creating artificial barriers to teachers interested in the themes. For example, elementary teachers will not be turned away simply because the age-grade designation reads "junior high" or "middle school." This very strength of the strategy, however, can be a weakness for those themes or instructional methods which have little existing support. Thus there may be strong bias in favor of themes which have already established curriculum nitches.

Curriculum efforts which focus on a particular course or grade level and content area tend to be more common in programs which either originate in or involve extensive school system cooperation. Curriculum administrators are most likely to see global perspectives education as useful when it can be clearly related to the existing curriculum or, better, when it can be used to solve existing curriculum problems (e.g.,

weak curriculum areas such as state history curricula have often been). Curriculum programs in Ohio, for example, have developed materials for integrating reading, language arts and social studies at the seventh grade in response to a new middle school program. The materials cover a wide variety of content. They are multi-disciplinary. They also address a number, though not all, of the core goals of global education (Perspectives Consciousness, Cultural Awareness, Consciousness of the Global System, Awareness of Choices and Opportunities for Action). But most importantly, they provide a mechanism, through global perspectives, for integrating instruction in the three content areas: the key curriculum goal of the school system.

Targeted materials such as these can be more useful in gaining the acceptance of teachers with minimal interest in global education or specific international themes. They appear more highly relevant to the teacher's on-going instruction. In this sense they tend to approximate the classic infusion ideal more closely than curriculum efforts which focus primarily on themes or strategies. On the other hand, in terms of content they tend not to develop any one idea or theme fully. Further, precisely because they are targeted at existing curriculum areas, they are even more likely to be biased toward particular global perspectives goals and to neglect others.

Infusion approaches, despite the proliferation of educational interest groups seeking to <u>infuse</u> their materials and agenda into the pre-collegiate curriculum, can be a highly successful means for introducing global perspectives materials into the schools. The approach, however, has an inherent weakness in terms of achieving global pespectives goals

in a cohesive and cummulative way precisely because it approaches curriculum change through a "bits-and-pieces" strategy. With the natural tendency to segment the goals of global education, most curriculum efforts which adopt this strategy may inevitably result in uneven change with respect to the complete set of goals. This is likely even for projects which are of relatively long duration and which are highly successful in achieving their specific agenda for change.

The World-Centered School. Advocates of a world centered school in one sense take the infusion approach to its logical end. One ideal of the world-centered school is described by Lee and Charlotte Anderson (1979). The position paper attributed to the board of education in the "fictional" town of Middleston expresses a commitment to the broad goals of global perspectives education. It goes on to support a broad implementation which recognizes both the curricular and extra-curricular aspects of schools as learning communities:

> "The staff of the world-centered schools believes that in order to accomplish these purposes we must be concerned with our schools as total institutions since a student's preparation for global citizenship is affected by the informal, as well as the formal, curriculum. Thus, we endeavor to create in world-centered schools the kind of social order, the organizational climate, the physical environment, and the formal curriculum that support and further the purposes of global education. Further, we realize that schools working alone cannot achieve the goals we seek since students learn outside of schools as well as within them. Accordingly, the world-centered schools try to break down boundaries separating school, families, and the larger society. We strive to create an educational commonwealth in which the community is part of the schools and the schools are a part of the community." (Anderson and Anderson, 1979:8)

Politically the most important limit on the adoption of the wor centered school approach is obviously the commitment of the school syste and the attentive community, to establish world-centered schools. Examples of such efforts do exist, however. A School of Global Educatio (high school) was, for example, established in Livonia, Michigan, in response to new state Global Education Guidelines. (Improving Internatio Understanding in Elementary and Secondary Schools, 1982) A number of other school systems (e.g., Cincinnati, Ohio and Milwaukee, Wisconsin have established "international" schools as part of their magnet school programs designed to achieve voluntary desegregation. In Milwaukee, the international high school has been followed by an international elementa school and an international middle school.

The "international" schools which have been created provide ample demonstration of the curriculum problems encountered in actually implementing many of the ideals of the world-centered school. (Purves, 1981) The curriculum in many international schools has, initially at least, simply mirrored the curriculum of other high schools, with greater opportunities in the areas of foreign language but with only limited changes elsewhere. The School for Global Education in Livonia, Michigan apparently was able to introduce more dramatic curriculum changes, perhaps in part because of the state guidelines but also in part because most the Global School teachers were younger. Even there, however, teachers have adopted standard texts, and supplemented them with global education materials from such sources as the Center for Teaching International Relations, Global Perspectives in Education, the UN, and the World Bank.

The barriers to rapid implementation of a global perspectives curriculum in the international schools are obvious to most practitioners. Even where local school boards approve and support their implementation the curriculum itself must still be responsive to state minimum standards and to the need to provide a balanced college-prep curriculum. While quite broad, these limits do represent constraints. More importantly, the implementation of international schools places great demands on staff. Given the enormity of the vision and the relative paucity of materials and resources, the curriculum is ultimately grounded in existing courses, existing texts and the existing knowledge base of the teachers themselves. The change process becomes one of integrating appropriate materials and ideas into this existing structure as they become available and as teachers learn how to use them.

Another drawback of the world-centered school as the focus of curriculum efforts in global perspectives education has been the "elitist" way in which systems have been forced to implement them. The political justification for such schools has been grounded in the argument that they offer an important alternative for certain students, not that they offer perspectives and learning which are critical to all students. Thus in all the cases described above, the "international" school reaches a very small proportion of the student population of the district. This tends to create an elite group of students who have a substantial appreciation of global realities, but who are still relatively issolated within a society and peer group which does not.

The World Studies Course. In its elemental form, the world studies course approach represents a radically different philosophy toward the introduction of global perspectives materials into the curriculum than either the infusion model or the world-centered school. In essence the approach seeks to design a single course, presumably a high school or perhaps a junior high school course since it is only at those levels that the concept of a "course" becomes truly relevant, around the concepts and goals of global education. The framework of such a cource might depart radically from traditional world geography or world history courses, although it need not. A curriculum organized around international issues, for example, provides a readily recognized alternative. (Harf and Trout, 1981)

The assumption behind the world studies course, as an alternative to the preceeding approaches, is that students need the coherence of a curriculum designed explicitly to achieve global perspectives objectives, and no others, if they are truly to comprehend and internalize global learning. In this sense it responds to the "bits-and-pieces" nature of the infusion approach without incurring the political and economic costs of the world-centered school.

Most global educators, however, have argued against the world studies course apporach on a number of grounds. Most do not accept the idea that a single course can effectively provide students with the range of experiences necessary to help them develop a global perspective. This inability to accomplish the task is compounded by the fact that the rest of the curriculum and the general informational context of the students would remain in conflict with the "global perspective" of the

course.

The focus on a single course also tends to make global education appear to be simply another content area. While it is probably not accurate to argue that global perspectives has no intrinsic content, it is nonetheless true that global perspectives objectives extend into and are compatible with the content of many areas within the curriculum. It is pedigogically sounder to introduce global perspectives concepts and content at relevant points throughout the curriculum. An infusion of this sort would also tend not to create the false sense of differentiation which a separate "course" tends to produce.

In practice world studies courses of this type are relatively rare. Most are offered as electives within high school social studies programs. Most are implemented because of the interest of one or more teachers within a particular school and emerge from years of ad hoc curriculum accumulation as opposed to highly articulated and formal curriculum change efforts. Precisely because they are the creations of individuals for their own use, these efforts receive little attention. Most probably, they also have limited transferability since they represent the accumulated resources, learning and perspectives of the individuals amassing them.

Efforts to design alternative world studies courses through a more articulated process face many of the same difficulties that the world-centered schools face, albeit on a smaller scale. Truly innovative courses place tremendous demands on the teachers who are asked to develop and teach them. Precisely because they are innovative, teachers rarely have the substantive knowledge at the onset to organize and assess

content materials without expert help. The typical school system cannot provide teachers with the necessary development time, training or expert resources. As a result, efforts can fade into relatively superficial treatments of current events and fail to provide any more focused and integrated a curriculum than courses with global materials infused into them. Alternatively, efforts which adopt an issues approach can become so emersed in technical materials and the disciplinary frameworks used to analyze the issues that they too fail to convey the broader frameworks for understanding global realities.

Matching Goals and Methods: Needs and Strategies for Curriculum Change

The fact that most curriculum efforts in global education proceed through an infusion process (i.e., adopt change in "bits-and-pieces") should not be viewed as intrinsically negative. This is a reality that is consistent with most successful curriculum innovation and development efforts in other curriculum areas as well. (Brown, 1981) This reality does, however, have implications to which global educators should be sensitive, particularly in light of the segmented nature of global perspectives goals.

First, the biases inherent in the existing curriculum and in the individual interests and capabilities of global educators require that curriculum change efforts to based on some image of the future which embodies all the segments of a global perspective. An integrated image of the global perspectives goals and their place within the overall curriculum can provide a benchmark against which progress can be assessed, even if it occurs in an incremental and uneven fashion. With

an integrated image of the curriculum, progress toward any one goal can also be used to generate interest in and demands for progress toward others. In other words, the image of the world-centered school -- in the form of a world-centered curriculum -- may be highly useful even if individual projects which implement this image self-consciously adopt an infusion strategy which moves toward that curriculum one stage at a time.

Secondly, the development of a well-articulated image of a world-centered curriculum will require greater attention to the developmental aspects of global perspectives education. Efforts have been made to expand upon the generic goals typically used to define global education and to identify more concrete objectives, skills and needs. (Improving International Understanding: A School District Planning Guide, 1982) These efforts can be quite useful in providing general guideposts for educators assessing particular materials and programs. However, little attention has been given to the developmental sequencing of these objectives or of the generic goals for that matter. The curriculum provides some guide as to what content is most relevant at particular grade levels. But it cannot provide guidance as to what can be expected of students at various ages in terms of particular goals. For example, kindergarden children can be introduced to the diversity and the similarity of people of different cultural backgrounds. But their ability to comprehend the "international" nature of the differentiations among cultural traditions will be limited because they have not yet developed sufficient mapping or abstraction capabilities to comprehend the spacial dimension of what they are learning. Fourth graders similarly can be shown their international

connections, but they are unlikely to comprehend the "systems" of which these connections are evidence until they are in the ninth grade. A better understanding of these developmental issues and questions would greatly facilitate both the assessment of curriculum materials and programs and the development of images of a world-centered curriculum which moves children in a rational fashion toward a more global perspective.

Finally, in creating their image of a world-centered curriculum global educators should consider more closely the role which a world studies course can play in the development of a global perspective. There are limits to the effectiveness of a curriculum built around the infusion of global perspectives materials into courses and curricula designed to achieve other ends. A world studies course could provide an opportunity to address global realities and concepts in a context designed to place them consistently at the focus of attention. In contrast to the world studies course as presently conceived, however, such a course should not be viewed as an opportunity to give students a global perspective. From this point of view, a world studies course should be viewed as an opportunity for students to pull together the bits and pieces of their already emerging global perspective.

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